

Lesson Plan

Business/Materials	Lesson Objectives			
<ul style="list-style-type: none">- Slides from “Charts.pptx”- Charts Handout (Charts 1 – 7)- Model paragraph- Chart Assessment	<ul style="list-style-type: none">- Students will be able to identify the different chart types and correctly interpret information in each type.- Students will demonstrate their understanding of chart terminology by writing a paragraph summarizing the information in two different types of charts using the correct terminology.			
Warm-up and Objective Discussion				
<p>Show pictures of different charts and ask if students have seen something like that before (slide 2). Ask students to share where they have seen charts in the real world. Explain that charts are very important because:</p> <ul style="list-style-type: none">- they can help present a lot of information visually (slides 3 - 4)- they help us recognize relationships between ideas (slide 5) <p>Tell students that today they will learn how to interpret the information in several different types of charts and learn vocabulary related to charts.</p>				
Instruct and Model	<input type="checkbox"/> R	<input type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input checked="" type="checkbox"/> S
<p>Explain about the different types of charts:</p> <ul style="list-style-type: none">- Bar (column) chart (slide 6)- Horizontal Bar chart (slide 7)- Pie chart (slide 8)- Line chart (or line graph) (slide 9)- Area chart (stacked chart) (slide 10) <p>Explain specific terminology related to charts (slide 11):</p> <ul style="list-style-type: none">- x-axis- y-axis- x-axis title- y-axis title- chart title- legend <p><u>Model</u></p> <p>Display the bar/column chart on slide 12. Ask students to tell you what they see. Bring up the following points (if not mentioned by students already):</p> <ul style="list-style-type: none">- the chart shows information about the division of household tasks by gender in Great Britain- the y-axis shows the number of minutes spent on each task per day- the x-axis shows the amount for men and women for 6 different household tasks- the legend (in the table below the chart) shows the colors for men and women- point out that women spend more time doing household tasks indoors (cooking, cleaning, laundry, child care, etc.)- point out that men spend more time repairing things and working outdoors				

Guided Practice	✓ R	✓ W	✓ L	✓ S
<p>Display the bar/column chart on slide 13. Ask students to tell you what they see. Bring up the following points (if not mentioned by students already):</p> <ul style="list-style-type: none"> - the chart shows the employment rates in six countries in 1995 and 2005 by gender - the y-axis has numbers (probably percentages) - the x-axis shows the rates for men and women in 1995 and 2005 in each country - point out the legend shows the colors for men and women in each year - point out that employment rates in each country were lower in 2005 than 1995, but that the rate dropped much more in some countries than in others - point out that less women are employed than men in each country for both years <p>Display the line graph on slide 14. Ask students to tell you what they see. Bring up the following points (if not mentioned by students already):</p> <ul style="list-style-type: none"> - the chart shows the trends in wheat exports over a 5-year period - the y-axis has numbers which are millions of tons (mentioned in the chart title) - the x-axis shows the years from 1985 to 1990 - point out the legend shows the colors for 3 countries (Australia, Canada, and the European Community) - point out that wheat imports went up in the European Community, down in Australia, and up and down in Canada <p>Display the pie charts on slide 15. Ask students to tell you what they see. Bring up the following points (if not mentioned by students already):</p> <ul style="list-style-type: none"> - the chart is missing a title, so it is hard to know what information the chart tells us, but we can make a guess - the legend shows the colors for oil, natural gas, coal, hydroelectric power and nuclear power, indicating it is something do with energy (perhaps energy usage) - the labels in the pie charts show percentages for each energy category - the chart on the left is for 1980 and the chart on the right is for 1990 - point out that the percentage for oil dropped by 9%, but coal and nuclear power increased by 5% <p><u>Less-Guided Practice</u></p> <p>Put the students into group. There can be no more than 5 groups, so adjust the numbers as needed, but make sure there are at least 3 people in each group. Each group should have a scribe, who writes the group's summary, a spokesperson, who will present the group's summary at the end of the activity, and a controller, who makes sure every student in the group participates. Any additional members of the group have the role of contributor, which contributes to the group's discussion about the interpretation of the chart. Of course, the scribe, spokesperson, and controller should also contribute to the discussion as needed. Number the groups from 1 to 5.</p> <p>Give each group one of the charts in the handout. Tell each group to be prepared to summarize their as a group in front of the class. Give the students 10 minutes to work together to interpret the data in their chart. At the end of 10 minutes, have each group share their summary with the class. Each group should take no more than 3 minutes to share their summary. While the groups are working, circulate around the room answering questions and perhaps jump-starting the conversation (i.e. asking students what they see in the chart, pointing out one of the patterns or relationships, helping them to see others, etc.)</p>				

Independent Practice	<input checked="" type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input checked="" type="checkbox"/> S
<p>(Most likely to be given as homework) Ask students to find a chart on the Internet or in a newspaper or magazine that is similar to the ones they have seen in class. Ask the students to summarize the chart by writing a paragraph explaining the information in the chart. They need to bring the chart and their paragraph to class tomorrow.</p> <p>In class the next day, put the students in pairs and have them share their chart and their paragraph with their partner. Have the students provide feedback on their partner's summary of their chart. Then bring the class back together and show them the model paragraph saved from last semester's class. Discuss any problems the students have. Have the students go back and correct their paragraphs based on the feedback they received and our class discussions. Students will submit their completed paragraph and their chart at the end of class.</p>				
Assessment	<input checked="" type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>Give each student a copy of the same chart, similar to the ones they looked at in class. Have students write a paragraph summarizing the information in the chart.</p>				